

SAFI Kitengela WINS Project – Implementation & Sustainability Plan

A. Theory of Change

Goal:

Every child in Kitengela's six public schools enjoys safe, dignified access to WASH facilities—improving health, boosting school attendance (especially for girls), and laying a foundation for lifelong hygiene practices.

Inputs:

- Rotary Club of Kitengela leadership and experience
- Financial support from Rotary, corporates, and donors
- Skilled contractors for construction
- Engagement from school leaders, County Health & Education officers, BoM and PTA
- Hygiene training resources and materials

Activities:

- a) Construct 240 ventilated improved pit (VIP) toilets (40 per school) -20 for boys with a urinal and wheelchair accessible cubicle. 20 for girls with a menstrual hygiene room and incinerator for sanitary towels.
- b) Install 6 Menstrual hygiene incinerators (1 per school)
- c) Install 6 rainwater harvesting systems (200,000L tanks) with plumbing (1 per school)
- d) Set up 6+ handwash stations (one per school)
- e) Form and train hygiene clubs with a complete simplified WASH curriculum with illustrations.
- f) Train teachers in hygiene education and WASH maintenance

Outputs:

- a) 240 new, functional toilet cubicles
- b) Year-round access to water for handwashing and cleaning
- c) Operational handwashing stations
- d) Functional hygiene clubs and trained teachers

Short-Term Outcomes:

- a) Reduction in hygiene-related absenteeism (by at least 30%)
- b) Increased school attendance among girls
- c) Improves management of sanitary waste disposal
- d) Stronger awareness and behavior change around hygiene

Long-Term Outcomes:

- Increased retention and academic success for students
- Empowered communities valuing and maintaining WASH infrastructure
- Sustainable hygiene behaviors and reduced disease burden

B. MERL (Monitoring, Evaluation, Reporting & Learning)

Standard and Custom Indicators

Indicators Table:

Category	Indicator	Type	Frequency	Target
Infrastructure	No. of functional toilet units built	Output	End of Q2	240 units
Infrastructure	No. of handwash stations functioning	Output	Quarterly	6+ stations
Access to Water	No. of water tanks filled and in use	Output	Monthly	6 tanks
Behavior Change	No. of active hygiene clubs	Outcome	Quarterly	6 clubs
Education	% of trained teachers using hygiene materials	Outcome	Bi-Annually	90%
Health Impact	% reduction in hygiene-related absenteeism	Impact	Annually	≥30%
Gender & Access	% of girls attending school during menstruation	Outcome	Termly	≥90%

Stakeholder Roles in MERL

Stakeholder	Role
School Hygiene Clubs	Weekly reporting on hygiene practices and usage
Trained Teachers	Collect attendance data and implement hygiene curricula
County Education Officers	Oversight and integration into school performance reviews
County Health Officials	Annual sanitation and water quality inspection
PTA Representatives	Monitor usage, maintenance, and raise red flags
Rotary Monitoring Team	Monthly visits, dashboard updates, and lessons sharing

MERL Sustainability (Post-Handover Years 2–5):

- PTA and school boards integrate MERL into school improvement plans
- Annual community WASH audits with support from Rotary volunteers
- Integration of MERL data into County Education/Health reports
- Safi Alumni hygiene clubs conduct peer mentorship

C. Training Plan

Training Objectives:

1. Equip teachers with tools to teach hygiene effectively.
2. Train hygiene club leaders to drive peer behavior change.
3. Build skills for long-term maintenance of WASH infrastructure.
4. Empower parents and community reps to co-own the facilities.

Training Matrix

Training Type	Audience	Topics	When	Duration	Facilitator	Assessment
WASH for Teachers	School teachers (30)	Hygiene curriculum, menstrual hygiene, club support	Month 2	1 day	Public Health Officer	Pre/post-test & survey
Hygiene Club Leadership	Pupils (10 per school)	Peer education, drama & storytelling for hygiene	Month 2	½ day	RC Kitengela + Teacher	Role play + checklist
Facility Use & Upkeep	School janitors, PTA reps	Toilet maintenance, water storage, emergency protocols	Month 3	1 day	Rotary Partner + Engineer	Practical demo
Monitoring & Reporting	Teachers + PTA	Using MERL tools, record-keeping, feedback channels	Month 4	1 day	MERL Specialist	Monitoring dry run
Community Engagement	Parents & local leaders	Community hygiene, ownership, fundraising	Month 5	1 day	Rotary + County Health	Group discussion

D. Sustainability Plan

It is the aim of RC Kitengela to carry out long term sustainable projects within its community. Thus sustainability is central to the SAFI Kitengela WINS Project. We aim to ensure that WASH infrastructure continues to benefit students long after construction. Institutionally, **hygiene education** will be embedded into the school curriculum and reinforced through hygiene clubs, BoM & PTA oversight, and County Health and Education collaboration. Financial sustainability will be supported by establishing maintenance funds through BoM and PTA contributions, partnerships with local businesses for consumables, and alumni engagement. Technically, school staff and local artisans will be trained to maintain facilities, with

illustrated manuals provided for ongoing reference. Socially, we will promote ownership by involving students, parents, and teachers in planning, naming toilet blocks, painting murals, and monitoring cleanliness. By distributing responsibility across stakeholders—Rotarians, County Officers, teachers, hygiene club leaders, and parents—we ensure shared accountability and long-term commitment. This multi-tiered approach is aimed at building a culture of care around sanitation, transforming facilities from “projects” into valued community assets.

1. Institutional Sustainability

Component	Strategy
Hygiene Curriculum	Integrated into formal school teaching with trained teachers
Hygiene Clubs	Annual elections, student-led activities supported by teacher mentors
PTA Engagement	PTA WASH Subcommittees trained and tasked with oversight
County Integration	Align with County Education & Health programs for future support

2. Financial Sustainability

Component	Strategy
Maintenance Fund	PTA creates a WASH fund with small termly parental contributions
Local Partnerships	Collaborate with local businesses for consumables (soap, pads)
Alumni Engagement	Encourage hygiene club alumni to donate materials or mentor students

3. Technical Sustainability

Component	Strategy
Staff Training	Ensures ongoing maintenance, repairs, and cleaning
Local Artisan Involvement	Use of local masons and plumbers during construction for continuity
WASH Manual	Simple, illustrated maintenance manual left at each school

4. Social Sustainability

Component	Strategy
Community Ownership	Participatory planning, visible donor boards, parent involvement
Girls' Advocacy	Menstrual hygiene as a core club topic to foster retention and pride
Visibility & Pride	Students name the blocks, paint murals, and champion WASH at home